

GOVERNMENT & CIVICS

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and the role of citizens.

End of Primary	4 th Grade	5 th Grade
People form governments to establish order, provide security, and accomplish common goals.		
SS-P-1.1.1 <i>Students will explain the basic purposes (to establish order, provide security and accomplish common goals) of local governments.</i>	SS-E4-1.1.1 Students will explain the basic purposes (to establish order, provide security and accomplish common goals) of state governments.	SS-E5-1.1.1 Students will explain and give examples of the basic purposes (to establish order - make laws, provide security - armed forces, and accomplish common goals - building interstate highways) of the U.S. government as defined in the Preamble to the U.S. Constitution.
The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.		
SS-P-1.2.1 <i>Students will describe their local government.</i>	SS-E4-1.2.1 Students will identify the three levels of government (local, state and national) and describe the branches (executive, legislative, judicial) of Kentucky's government.	SS-E5-1.2.1 Students will identify the three branches of the U. S. government and explain the duties associated with each (executive - carry out or enforce laws, legislative - propose bills/make laws, and judicial - interpret laws).
All citizens of the United States have certain rights and responsibilities as members of a democratic society.		
SS-P-1.3.1 <i>Students will describe rights and responsibilities at home, at school and in the community.</i>	SS-E4-1.3.1 Students will identify rights and responsibilities of individuals and explain how they change when people assume different roles in different groups (e.g., family, peer group, school, community, and state).	SS-E5-1.3.1 Students will identify the rights that are guaranteed by the U.S. government in the Bill of Rights (e.g., freedom of religion, freedom of press) and explain their importance today.
SS-P-1.3.2 <i>Students will identify ways that citizens can participate in local government.</i>	SS-E4-1.3.2 Students will give examples of ways citizens of a democratic society should participate in local and state government and civic affairs (e.g., voting, jury duty, running for office).	SS-E5-1.3.2 Students will identify responsibilities (e.g., voting, jury duty, obeying the law, running for office) citizens in a democratic society have and explain why they are important.

CULTURE & SOCIETY

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

End of Primary	4 th Grade	5 th Grade
Culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group.		
SS-P-2.1.1 <i>Using elements of culture (e.g., beliefs and traditions, languages, literature, the arts), students will describe the culture of a specific group.</i>	SS-E4-2.1.1 Using elements of culture (e.g., beliefs, traditions, languages, literature, the arts), students will compare diverse groups in Kentucky's history.	SS-E5-2.1.1 Using elements of culture (e.g., beliefs, traditions, behaviors, languages, literature, the arts), students will explain how the many diverse groups who moved and settled here have shaped American culture today.
Within different cultures, social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.		
SS-P-2.2.1 <i>Students will identify social institutions in the community.</i>	SS-E4-2.2.1 <i>Students will describe social institutions (family, religion, education, government and economy) in Kentucky and regions of the U.S.</i>	SS-E5-2.2.1 <i>Students will identify major social institutions (family, religion, education, government and economy) in the U.S. and give reasons why different cultures develop them (to respond to human needs, structure society, and influence behavior).</i>
Social interactions among individuals and groups assume various forms.		
SS-P-2.3.1 <i>Students will identify social interactions among social groups (e.g., family, schools, teams, clubs).</i>	SS-E4-2.3.1 <i>Students will explain causes of conflicts among different groups in the history of Kentucky.</i>	SS-E5-2.3.1 Students will explain causes (e.g., land ownership, taxation without representation, search for wealth and gold) of conflicts among different groups throughout the history of the United States.
SS-P-2.3.2 <i>Students will identify conflicts that occur among individuals and groups (e.g., family, schools, teams, clubs) and describe ways to resolve them (compromise, cooperation).</i>	SS-E4-2.3.2 <i>Students will explain positive strategies (e.g., compromise, cooperation) for resolving conflicts at home and school.</i>	SS-E5-2.3.2 <i>Students will identify tools for resolving conflicts (e.g., compromise, cooperation, communication, expression of feelings, anger management, tolerance) and give examples of how these tools would be used for conflict resolution.</i>

ECONOMICS		
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.		
End of Primary	4 th Grade	5 th Grade
The basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants).		
SS-P-3.1.1 Students will describe scarcity using basic economic terms (e.g., opportunity cost, unlimited wants, limited resources, goods and services).	SS-E4-3.1.1 Students will describe basic economic concepts related to scarcity (e.g., unlimited wants, limited resources, opportunity cost, goods and services).	SS-E5-3.1.1 Students will explain and give examples of how scarcity impacts consumers when making economic choices.
To deal with the problem of scarcity, people and societies create economic systems and institutions.		
SS-P-3.2.1 Students will explain how individuals and households deal with scarcity.	SS-E4-3.2.1 Students will explain the purpose of economic institutions (to help individuals and groups deal with scarcity).	SS-E5-3.2.1 Students will identify economic institutions and explain how they help people deal with the problem of scarcity.
<i>SS-P-3.2.2</i> <i>Students will identify banks and their purpose (financial institutions where people save money and earn interest, and where other people borrow money and pay interest).</i>	<i>SS-E4-3.2.2</i> <i>Students will describe financial institutions in Kentucky.</i>	<i>SS-E5-3.2.2</i> <i>Students will describe financial institutions in the U.S. and explain their role in helping individuals and groups.</i>
		<i>SS-E5-3.2.3</i> <i>Students will describe and give examples of the free enterprise system (freedom of private businesses to operate competitively for profit with very little government regulation) in the United States.</i>

Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.		
		<i>SS-E5-3.3.1 Students will explain the economic concept of market and how price and availability of goods are determined by supply and demand.</i>
		<i>SS-E5-3.3.2 Students will give examples of the use of barter and explain why money has replaced it as a means of exchange.</i>
All societies deal with questions about production, distribution, and consumption.		
SS-P-3.4.1 Students will identify and give examples of producers and consumers.	SS-E4-3.4.1 Students will explain how the production, distribution, and consumption of goods and services have changed over time in Kentucky.	SS-E5-3.4.1 Students will explain how the production, distribution, and consumption of goods and services have changed over time in the United States (Colonization, Industrialism, Twentieth Century).
SS-P-3.4.2 Students will identify goods and services provided by the government (firefighters, police, schools, roads).	SS-E4-3.4.2 Students will identify goods and services provided by the government (firefighters, police, schools, roads) and explain how the government provides them (taxes).	SS-E5-3.4.2 Students will compare services (e.g., police force, public schools, food surplus) provided by the government with similar services (e.g., security guards, private schools, grocery stores) provided by private businesses.
		<i>SS-E5-3.4.3 Students will describe the economic concept of specialization (being an expert in one job, product, or service) and its impact on U.S. workers</i>

GEOGRAPHY		
<p>Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>		
End of Primary	4 th Grade	5 th Grade
<p>Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.</p>		
<p>SS-P-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate places.</p>	<p>SS-E4-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate places and explain human and/or physical geographic features in Kentucky and regions of the United States.</p>	<p>SS-E5-4.1.1 Students will use geographic tools (simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs) to locate places and interpret geographic information (e.g., landforms, natural resources, natural disasters) about the United States.</p>
<p>SS-P-4.1.2 <i>Students will use simple grids to identify points on a map and identify terms associated with relative location (e.g., near, far, next to).</i></p>	<p>SS-E4-4.1.2 Students will identify and explain the following: 0 degrees latitude (equator), 0 degrees longitude (Prime Meridian), cardinal directions, relative location.</p>	<p>SS-E5-4.1.2 Students will use relative and absolute location to identify unique places.</p>
<p>SS-P-4.1.3 <i>Students will explain how spatial factors influence where things are located and how they are arranged (e.g. where to locate a store, a house, a factory, a playground, a park).</i></p>	<p>SS-E4-4.1.3 <i>Students will explain how spatial factors were considered when determining where people settled in Kentucky.</i></p>	<p>SS-E5-4.1.3 <i>Students will explain how spatial factors were considered when determining where people settled in the United States.</i></p>
		<p>SS-E5-4.1.4 <i>Students explain how different factors in one location can have an impact on another location (e.g., natural disasters, building dams)</i></p>

Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.		
SS-P-4.2.1 Students will identify how every place is unique and can be described by its physical (e.g., landforms, bodies of water, climates, vegetation) characteristics.	SS-E4-4.2.1 Students will compare and contrast places and regions of Kentucky using human (e.g., language, housing, religion) and physical (e.g., landforms, bodies of water, climates, vegetation) characteristics.	SS-E5-4.2.1 Students will explain how places and regions in U.S. history can be described by their human (e.g., language, housing, religion) and physical (e.g., landforms, bodies of water, climates, vegetation) characteristics.
Patterns emerge as humans move, settle, and interact on Earth's surface.		
SS-P-4.3.1 Students will identify human movement and settlement patterns on the Earth's surface.	SS-E4-4.3.1 Students will identify human movement and settlement patterns in Kentucky and explain how they were related to the physical environment (e.g., land, water, modes of transportation, other natural resources).	SS-E5-4.3.1 Students will identify human movement and settlement patterns in the United States and explain how they were related to the physical environment (e.g., coal, gold, land, water, modes of transportation, other natural resources).
SS-P-4.3.2 Students will identify how the use of technology (e.g., building dams, reservoirs, building roads) has allowed humans to move and settle in different places on earth.	SS-E4-4.3.2 Students will explain how the use of technology (e.g., building dams, reservoirs, building roads) has allowed people to move and settle in different places and locations in Kentucky.	SS-E5-4.3.2 Students will explain how the use of technology (e.g., building dams, reservoirs, building roads, air conditioning, irrigation) has allowed people to move and settle in different places and locations in the United States.
Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.		
SS-P-4.4.1 Students will describe ways that people depend upon the physical environment for food, shelter, and clothing.	SS-E4-4.4.1 Students will explain how people in Kentucky adapted to and/or modified the physical environment to meet their needs.	SS-E5-4.4.1 Students will explain how people in the United States adapted to and/or modified the physical environment to meet their needs.

Bold – State Assessment Content Statement

Italics – Supporting Content Statement

SS-P-4.4.2 Students will identify physical features that could either promote or restrict human activities (e.g., building houses, farming, factories, travel).	SS-E4-4.4.2 Students will explain how the physical environment (e.g., mountains, rivers) has promoted and/or restricted human activities (e.g., early settlement, building houses, coal mining, farming, factories, transportation) in regions of Kentucky and the United States.	SS-E5-4.4.2 Students will explain how the physical environment (e.g., mountains, rivers) has promoted and/or restricted human activities (e.g., coal mining, farming, building factories, building houses) when settling what is now the United States (Land and People Before Columbus, Colonization, Westward Expansion).
		<i>SS-E5-4.4.3</i> <i>Students will compare and contrast different perspectives people have about how to use land (e.g., farming, industrial, residential, recreational).</i>

HISTORY		
History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.		
End of Primary	4 th Grade	5 th Grade
History is an account of human activities that is interpretive in nature.		
SS-P-5.1.1 <i>Students will identify how people and places change over time.</i>	SS-E4-5.1.1 <i>Students will describe how perceptions of people and the passing of time have influenced accounts of Kentucky history.</i>	SS-E5-5.1.1 <i>Students will describe how perceptions of people and the passing of time have influenced accounts of U.S. history.</i>
SS-P-5.1.2 <i>Students will use simple timelines to understand the past.</i>	SS-E4-5.1.2 Students will explain how primary and secondary sources (e.g., artifacts, diaries, timelines) are used to understand accounts of history.	SS-E5-5.1.2 Students will explain and give examples of how primary and secondary sources (e.g., artifacts, diaries, timelines), are used to understand accounts of U.S. history.
		SS-E-5.1.3 Students will identify cause and effect relationships that have occurred in certain periods of U.S. history (the Revolutionary War, the Civil War, and the Civil Rights Movement) and explain why historical events have multiple causes.
The history of the United States is a chronicle of a diverse people and the nation they formed.		
SS-P-5.2.1 Students will identify U.S. historical symbols (e.g., the American Flag, the Statue of Liberty, the American Eagle, the Liberty Bell), and patriotic songs (e.g., Yankee Doodle, The Star-Spangled Banner).	SS-E4-5.2.1 Students will identify historical symbols, slogans, monuments/buildings, and songs that illustrate important ideas and events in Kentucky history.	SS-E5-5.2.1 Students will identify U.S. historical symbols (e.g., the American Flag, the Statue of Liberty, the American Eagle, the Liberty Bell) songs and poems (e.g., Yankee Doodle, The Star-Spangled Banner, Paul Revere's Ride, Follow the Drinking Gourd), speeches and documents (e.g., Declaration of Independence, United States Constitution, Emancipation Proclamation, Gettysburg Address, Martin Luther King's speech, I Have a Dream), and explain ideas they represent.

	SS-E4-5.2.2 Students will explain multiple reasons (e.g., freedoms, opportunities, fleeing negative situations) why people explored and settled Kentucky.	SS-E5-5.2.2 Students will explain multiple reasons (e.g., freedoms, opportunities, fleeing negative situations) why individuals and groups (Land and People Before Columbus, the Age of Exploration, Westward Expansion, the Twentieth Century) explored and settled America.
	SS-E4-5.2.3 Students will describe how communication, transportation, production of goods, and education has changed over time in Kentucky.	SS-E5-5.2.3 Students will describe how communication, transportation, production of goods, and education has changed over time in America (Colonization, Industrialism, Twentieth Century)
		SS-E5-5.2.4 Students will describe how U.S. history is categorized into broad historical periods and eras (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, the Young Republic, Westward Expansion, Industrialism, the Twentieth Century).